Marissa Reif

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EDEC-304

Chapter 4

**WHAT ARE THE TYPES OF CONCEPTS AND GIVE AN EXAMPLE OF EACH.**

1. Formal definition: Pilgrim = a person who journeys, especially a long distance, to some sacred place as an act of religious devotion
2. Concept name: Used to communicate a label for a specific group of people. Map = used to describe a set of objects
3. Operational description: “Acting on impulse means that a person acts without thinking head: an idea or desire pops into their heads, and they are in motion; they see something they want and grab for it; they think something and blurt it out.”

**WHAT IS THE DIFFERENCE BETWEEN A FACT AND A CONCEPT?**

A fact is a true, proven statement of something than can be observed. A concept is a general idea that is explained and understood.

**CREATE A CONCEPT ANAYLIS FOR “SIBLING”**

Concept: Sibling

Definition: A brother or sister.

Attributes: A sibling share a parent or guardian, role model, protector, caregiver, nurturer

Examples: Sister, brother, step-sister, step-brother, half-sister, half-brother, foster sister, foster brother, sister-in-law, brother-in-law

Subordinate concept: family

Subconcepts: Sister, brother, step-sister, step-brother, half-sister, half-brother, foster sister, foster brother, sister-in-law, brother-in-law, relatives, guardian

Coordinate concept: Cousin

**ON WHAT DOES THE EASE OF LEARNING A CONCEPT DEPEND?**

* The number of critical attributes it has
* How concrete these attributes are
* The reasoning skill level required to provide meaningful learning of all aspects of the concept

**COMPLETE THE CHART WITH A STATEMENT FOR EACH CONCEPT:**

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| **EXPLORATORY:** Using questions to access prior knowledge or a concept | **LESSON DEVELOPMENT:** Providing instruction and assessment on a given concept. | **EXPANSION:** Asking students to take the newly learned information and apply it to other areas/subjects. |
| **HELP:** Asking someone for their opinion on a given situation or idea | **CLOSURE:** Providing a “full-circle” ending to a lesson. | **PRACTICE:** Allowing students to work, independently or in groups, to become efficient at a task. |
| **QUESTIONS:** Probing students to provide a well thought out response to a given scenario or situation. | **REFLECTION:** Providing students with time to process and apply the newly learned information. | **ACTIVITIES:** Assignments, games, worksheets, or projects that enhance a student’s understanding of a concept. |
| **FOCUS:** The main idea or goal of the concept being taught. | **CHARACTERISTICS:** Describable traits of objects and people. | **REAL WORLD EVENTS:** Realistic, non-fictional events |
| **GROUPS:** May be large or small; used for cooperative learning | **EXAMPLES AND NONEXAMPLES:** Used to reinforce the material or concept. | **SUMMARY**: A brief overview of the concept and what is taught. |
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**WRITE A STATEMENT FOR 3 OF THE TERMS LISTED IN “What do you think?” pg 121.**

1. Voter: A person who expresses their opinion or choice by means of a ballot, ticket, etc.
2. Election: A public vote upon a proposition submitted
3. Law: The principles and regulations established by a community and enforced by some form of authority.

**Pg. 121 #3**

**Suggest several topics or problems that upper elementary or middle school students might study to learn aspects of this generalization.**

* Students might learn about the rights of a voter and our history’s past voting history
* Students could implement “mock elections” or vote on different choices throughout their day.
* Students might disagree and debate on the candidates in the current/upcoming election.